

Sample IEP Meeting Agenda

1. Welcome and introductions of team members
2. Review purpose of meeting
3. Review rights and procedural safeguards pertaining to special education and the IEP meeting
4. Review of factors to be considered by the IEP team
(see attached – a copy must be given to the parent)
5. Develop present level of education performance
 - If this is an IEP review, address
 - progress or lack of progress towards annual goals
 - progress or lack of progress in the general education curriculum
 - results of any reevaluations
 - anticipated needs
 - Strengths
 - Areas of concern
 - Instructional needs
 - Style of learning
 - Assessment information
 - How the student's disability affects involvement and progress in the general education curriculum
6. Discuss transition issues (beginning at age 14 or younger)
7. Develop measurable annual goals
8. Develop short term objectives and/or benchmarks for each measurable annual goal
9. Determine any needed accommodations and/or modifications in instruction and assessment and for participation in nonacademic and extracurricular activities and in educationally related settings
10. Determine participation in state and district-wide assessments and how assessed
11. Determine all services needed and placement
12. Review what is being proposed
13. Review what has been refused
14. Provide written prior notice and obtain parental consent
15. Identify how staff will be informed of their responsibilities for implementation of the IEP

NOTE: Make sure you have documented the discussions and decisions made during the IEP meeting and who was in attendance.

Factors to be Considered by the IEP Team

During the IEP meeting the following factors must be considered by the IEP team.

For ALL students consider:

1. The strengths of the student and the concerns of the parents for enhancing the education of their child;
2. The results of the initial evaluation or most recent evaluation of the student including state and district-wide assessments;
3. The communication needs of the student;
4. Whether the student requires assistive technology devices and services;

As Needed:

5. In the case of a **student whose behavior impedes his or her learning or that of others**, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior;
6. In the case of a **student with limited English proficiency**, consider the language needs of the child as such needs relate to the child's IEP;
7. In the case of a **student who is blind or has a visual impairment**, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student; and
8. In the case of a **student who is deaf or hard of hearing**, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.